

**HUMAN RESOURCE MANAGEMENT AND TEACHERS' JOB
PERFORMANCE IN SECONDARY SCHOOLS IN NORTH WEST
SENATORIAL DISTRICT OF BENUE STATE, NIGERIA**

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Abstract

This study investigated human resources management and teachers' job performance in secondary schools in North West Senatorial District of Benue State, Nigeria. Three research questions and three hypotheses guided the study. Ex-post facto design was adopted. The study population was 2511 teachers from 88 secondary schools out of which 292 respondents representing 12% were sampled using the simple random sampling. The questionnaire titled "Human Resource Management and Teachers' Job Performance Questionnaire (HRMTJPQ) was used". Mean and standard deviations were used to answer the research questions, while chi-square (χ^2) was used to test the hypotheses at 0.05 significant level. The

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finding revealed that; recruitment, promotion and prompt payment of salaries had significant influence on teachers' job performance in the study area. It was recommended among others that the government should employ competent, qualified teachers and provide opportunities and encourage staff to promote skills and knowledge through workshops, seminars and other training opportunities.

Keywords: Human Resource Management, Teachers' Job Performance, Recruitment, Promotion and Prompt Payment of Salaries

Educational administrators perform very important roles in the enhancement of teaching and learning process. It is they who procure and manage funds, provide and maintain staff and students, physical, facilities as well as equipment. It is a known fact that no educational institution can achieve its objectives without good care of competent and dedicated teachers as well as educational administrators. Hence, education is an enterprise in which both government and individuals invest their resources. The motive or objective in educational investment can only be realized if the resources invested are adequately utilized,

According to Akpakwu (2012) human resource management is the process of recruiting, selecting and retaining the best people and putting them in jobs where their talents and skills can be best utilized. It also involves the motivation of these people through incentives, job training and re-training and job enrichment

programmes, in order to achieve both educational and individual objectives.

Personnel management functions as observed by Guruge and Bersteshar in Akpakwu (2008) involve job analysis and description, wage and salary administration, recruitment, placement and promotion, transfer, training and professional growth, performance assessment and report, discipline, trade union and welfare. Makinde in Akpakwu (2008) divided personnel management functions to include recruitment and selection, manpower planning, training and development, staff appraisal, job evaluation, salary, wages and conditions of service, industrial relations, communication and personnel records.

Teachers' performance according to Sofoluwe (2000) is a measure of how effectively teaching and non-teaching staff carry out their duties or responsibilities in order to accomplish specific and desirable results. Teachers' performance also takes into cognizance both the quality and quantity of the

result of human output. The teachers are facilitators of learning in any educational system. They are described as the central force in the educational system of any nation. Educators and the society look up to education as a veritable tool for national development. This expectation is rooted in the general belief that no quality of education can rise above the quality of its teachers (FRN, 2004). Job performance is a measure of how workers effectively combine and use resources in order to accomplish specific and desirable result of the organization (Aliyu and Palwasha, 2010). In the researcher's opinion, teachers' job performance is what teachers get out of an activity for what they put in education. Job performance takes into cognizance both the quality and quantity of the results achieved by teachers.

Recruitment may therefore be defined as the process of attracting qualified candidates to apply for job openings in educational organizations. The aim of recruitment in education is to develop and maintain adequate human resources upon which the educational organization can depend when it needs additional workers. Recruitment can be conducted internally or externally (Akpakwu, 2012).

Promotion is a way of rewarding people for their efforts and services. Normally, it means increased responsibilities, prestige or status with corresponding increase in pay. When teachers are promoted, their morale is boosted and they are motivated to put in

their best for educational institutions. It may be defined as an advance in status or position in the staff working in organizations. Frequently, promotion implies a change of duties, responsibility and compensation (Akpakwu, 2012).

Prompt payment of salaries is another way to remunerate the teachers in educational institutions. Prompt payment of salaries of teachers is therefore important in the management of the human resources in a school. Recruitment is also vital in the human resources management function of any organization. Recruitment refers to the process of selecting the most qualified people to fill the vacant offices of an organization in order to improve teachers' performance (Akpakwu, 2008).

Teachers in educational institutions could perform effectively and efficiently so as to achieve educational goals when the management functions of recruitment, promotion, prompt payment of salaries, training, placement job description, job analysis and so on are put in place. It is against this background the researchers seek to investigate human resources management and teachers' job performance in secondary schools in North West Senatorial District of Benue State, Nigeria.

Statement of the Problem

The management of educational institutions depend largely on the ability of the educational manager to carefully and judiciously utilize human, material,

financial and time resources towards effective and efficient achievement of the goals and objectives of education. It also involves the functions of planning, coordinating, directing, controlling, leading and evaluating the human, material, financial and time resources towards the achievement of the goals or objectives of educational institutions.

The success or failure of every educational system depends largely on the quality, quantity and above all, the maintenance of its factors of production force. This is because, when individuals are not aligned with organizational strategy, time and other resources are wasted. In Benue state and particularly North West Senatorial District, the researchers have observed that teachers leave their work places in search of money to solve their financial problems because they are not paid for months, inservice training is not provided for them, they are not promoted as and when due and stagnated for many years without promotion among other issues. The recruitment and selection of teachers in secondary schools is said to be on the basis of "man-no-man" thereby non qualitative teachers are numerously found in the secondary schools in the study area.

The researchers are worried about this lack of recruitment, promotion, prompt payment of salaries and in-service training among others in secondary schools particularly in North West Senatorial District of Benue State. This attitude if not properly addressed would have adverse effect on teachers'

job performance in secondary schools in North West Senatorial District of Benue State.

Purpose of the Study

The main purpose of this study was to investigate human resources management and teachers' job performance in secondary schools in North West Senatorial District of Benue State, Nigeria. Specifically, the study sought to;

1. Ascertain the influence of recruitment on teachers' job performance in secondary schools in North West Senatorial District of Benue State, Nigeria.
2. Find out the influence of promotion on teachers' job performance in secondary schools.
3. Determine the influence of prompt payment of salaries on teachers' job performance in secondary schools.

Research Questions

This study was guided by the following research questions;

1. What is the influence of recruitment on teachers' job performance in secondary schools in North West Senatorial District of Benue State, Nigeria?
2. What is the influence of promotion on teachers' job performance in secondary schools?

3. What is the influence of prompt payment of salaries on teachers' job performance in secondary schools?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 significant level.

H₀₁. Recruitment has no significant influence on teachers' job performance in secondary schools in North West Senatorial District of Benue State, Nigeria.

H₀₂ Promotion has no significant influence on teachers' job performance in secondary schools.

H₀₃ Prompt payment of salaries has no significant influence on teachers' job performance in secondary schools.

Significance of the Study

The result of this study would assist the government at all levels (federal, state and local) and other stakeholders in education to know the implications of paying the teachers' salaries and other incentives as and when due and the danger associated with delaying in paying such.

For the educational or school administrators, the findings of this study would let them realize the impact of human resources management on teachers' performance and also make them find ways of effectively and efficiently managing the human

resources (teachers and non teachers) under their care.

Teachers will benefit from this study because, the recommendations of this study will bring solutions to their problems of job apathy, relegation, deprivation, humiliation and denial which cause their low performance. It will further serve as a reference point for further research in related areas.

Scope of the Study

This study was limited to human resources management and teachers' job performance in secondary schools in North West Senatorial District of Benue State, Nigeria. The specific variables of the study were recruitment, promotion and prompt payment of salaries.

Conceptual Clarification

The conceptual clarification is done as follows:

Concept of Human Resource Management

According to Emechebe (2006), human resource in any organization is made up of people, their abilities, knowledge and skills which, when properly coordinated and managed determine the success of the organization. The type of people to be hired in order to achieve the goals of the organization is very crucial to its success. Therefore, putting in motion the process of hiring the best candidates for the job and motivating them in order to retain them in the organization is the main duty of every manager.

Management has been described as primarily a function of getting things done through people. To this end the processes of getting, motivating and maintaining the right types of people, become the major strategic roles of the manager. In complex organizations such education, it has become more useful and applicable to the term 'Human Resources Management' rather than staffing or just personnel. This is because, in business, commercial and industrial organizations, the term "personnel" refers to the process of personnel management which is primarily concerned with the workforce. In the education enterprise, "personnel management" more technically and realistically categorized under two or more functional areas, including: staff personnel management; and student personnel management (Nwankwo, 2014).

Resource management implies the coordination of the resources (men, materials and money) in an organization in the right direction for the attainment of organizational goals. Suffice it to say that education is an organization where men, material, and money are needed for the production of output (graduates). Therefore, resource management in education is the proper coordination of the resources made available to the education sector for the purpose of producing quality graduates in the system (Ekundayo, 2006).

Concept of Teachers' Job Performance

Before knowing the meaning of teacher effectiveness, it is essential to know the meaning of effectiveness. Effectiveness is a term used extensively by different people in different contexts, so it is defined in different ways. Teacher education and job performance of a teacher are the contexts in which the term is used. Effectiveness are the requirements of a competency based teacher education, which include knowledge, skills and values the trainee teacher must demonstrate for successful completion of the teacher education. Anderson (2004) asserts that an effective teacher is one who quite consistently achieves goals which either directly or indirectly focus on the learning of their students.

Crow and Hartman (2001) note that teacher effectiveness is a measure of the degree to which teachers achieve the desired effects upon students. According to him, the term 'teacher effectiveness' is used broadly to mean the collection of characteristics, competencies, and behaviour of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens.

Methodology

The ex-post facto design was adopted for this study. It is considered the most appropriate design because it seeks to find out the factors that are associated with certain occurrences, outcomes, conditions or types of behaviour by analysis of past events, or of already existing conditions. The design according to Emaikwu (2013) is appropriate where it was not possible for the researcher to directly manipulate the independent variables. The study is confined to North West Senatorial District of Benue State, Nigeria which is made up of seven local government areas namely; Buruku, Gboko, Guma, Gwer-East, Gwer-West, Tarka and Makurid local governments respectively.

The population of the study consists of 2,511 teachers from the 88 government and grant-aided secondary schools in the study area. Two hundred and ninety-two (292) teachers representing 12% of the total population were sampled from 15 schools representing 17% of the schools using the simple random sampling technique of balloting without replacement. The instrument for data collection was a structured questionnaire titled "Human Resources Management and Teachers' Job Performance Questionnaire (HRMTJPQ)". It consisted of 15 items which elicited responses from the respondents. The instrument was structured on a four-point rating scale with the response mode of Strong Agree (SA)⁴, Agree (A)³, Disagree (D)² and Strongly Disagree (SD)¹. The instrument

was subjected to face and content validation. Cronbach Alpha was used to determine the reliability of the instrument, with a coefficient of 0.78, this indicated high reliability. The research questions were answered using mean and standard deviation. A cluster mean of 2.50 was used as bench mark for decision making, any mean score of 2.50 and above was regarded as a positive response and accepted as having the desired influence while any mean score below 2.50 was regarded as a negative response and rejected. The chi-square was used to test the hypotheses at 0.05 significant level.

Results and Findings

The results and findings of the study are presented as follows;

Research Question 1:

How does recruitment influence teachers' job performance in secondary schools in North West Senatorial District of Benue State, Nigeria?

The data that provide answer to the research question are presented on Table 1.

Table 1: Mean Ratings and Standard Deviations of Teachers' Responses on the Influence of Recruitment on Teachers' Job Performance in Secondary Schools in North West Senatorial District of Benue State, Nigeria

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Item No	Item Description	SA	A	D	SD	X	ST.D	Decision
1.	Poor selection and recruitment process leads to unsuitable staff and lowering of performance	10 6	7 2	7 0	44	2.83	1.0 9	Accepted
2.	There are inadequate number of teachers in my school and this affects job performance	10 3	8 4	6 6	39	2.86	1.0 5	Accepted
3.	There is a consistent survey of personnel requirements in my school	10 4	8 0	6 0	48	2.82	1.0 9	Accepted
4.	Qualified teachers are recruited in my school and are effective	68	4 0	6 4	60	2.60	1.0 6	Accepted
5.	The quality and quantity of teachers is a prerequisite for effective teaching and learning	10 0	9 2	5 2	48	2.84	1.0 8	Accepted
Cluster Mean/Standard Deviation						2.79	1.0 7	Accepted

Table 1 showed that the mean ratings of the responses of the respondents for items 1-5 were 2.83, 2.86, 2.82, 2.60, and 2.84 respectively with the corresponding standard deviations of 1.09, 1.05, 1.09, 1.06 and 1.08.

All the mean ratings were above the cut-off point of 2.50. This means that poor selection and recruitment process leads to unsuitable staff and lowering of performance. There are inadequate number of teachers in their schools and this affects job performance. There is a consistent survey of personnel requirements in their schools. Qualified teachers are recruited in their schools and are effective. The respondents also agreed that the quality and quantity of teachers is a prerequisite for effective teaching and learning. The cluster mean

of 2.79 with the standard deviation of 1.07 were also found to be above the cut-off point of 2.50. This implies that recruitment has influence on teachers' job performance in secondary schools in North West Senatorial District of Benue State, Nigeria.

Research Question 2:

How does promotion influence teachers' job performance in secondary schools?

The data that provide answer to the research question are presented on Table 2.

Table 2: Mean Ratings and Standard Deviations of Teachers on the Influence of Promotion on Teachers' Job Performance in Secondary Schools

Item No	Item Description	SA	A	D	SD	X	ST.D	Decision
6.	Promotion enhances individual growth as well as institutional growth	10 8	95	4 0	49	2.9 0	1.08	Accepted
7.	I am promoted regularly to be an effective and efficient teacher	80	75	7 8	59	2.6 0	1.09	Accepted
8.	Irregular promotion could lower my performance as a teacher	10 4	80	6 4	44	2.8 4	1.08	Accepted
9.	Promotion is done without ethnic and political considerations	10 0	93	5 4	45	2.8 5	1.06	Accepted
10.	Promotion is used in my school as a reward for outstanding performance	10 8	90	6 0	34	2.9 3	1.02	Accepted
Cluster Mean/Standard Deviation						2.8 2	1.07	Accepted

Table 2 showed that the mean ratings of items 6-10 were 2.90, 2.60,

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2.84, 2.85, and 2.93 respectively with the corresponding standard deviations of 1.08, 1.09, 1.08, 1.06 and 1.02.

All the mean ratings were above the cut-off point of 2.50. This means that the respondents have agreed that promotion enhances individual growth as well as institutional growth. They are promoted regularly so as to be effective and efficient teachers. Irregular promotion could lower their performance as teachers. Promotion is done without ethnic and political considerations. The respondents also agreed that promotion is used in their schools as reward for outstanding performance. The cluster mean of 2.82 with the standard deviations of 1.07 were also found to be above the cut-off point of 2.50. This implies that promotion has influence on teachers' job performance in secondary schools.

Research Question 3:

How does prompt payment of salaries influence teachers' job performance in secondary schools? The data that provided answer to the research question are presented on Table 3.

Table 3: Mean Ratings and Standard Deviations of Teachers on the Influence of Prompt Payment of Salaries on Teachers' Job Performance in Secondary Schools

Item No	Item Description	S	A	D	S	X	ST	Decision
					D		.D	
11.	Incentives and bonuses improve the performance of teachers	6	1	0	7	5	2.1	Accepted
		0	0	0	8	4	7	3
							1	
12.	Non-payment of salaries lowers my morale	1	9	0	5	4	2.1	Accepted
		0	0	0	0	4	9	7
							0	
13.	Payment of rural allowances to teachers would incite the vigour to put in their best	1	9	0	5	4	2.1	Accepted
		0	2	0	0	2	9	6
							1	
14.	My salaries are not paid regularly that is why I am ineffective	1	8	0	6	4	2.1	Accepted
		0	2	2	4	8	7	
							4	
15.	My performance is enhanced through prompt payment of salaries and bonuses.	1	8	0	6	4	2.1	Accepted
		0	0	5	4	8	6	
							7	
Cluster Mean/Standard Deviation						2.82		Accepted
						.108		
						1.07		

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Table 3 showed that the mean ratings of items 11-15 were 2.71, 2.90, 2.91, 2.84, and 2.87 respectively with the corresponding standard deviations of 1.13, 1.07, 1.06, 1.07 and 1.06.

All the mean ratings were above the cut-off point of 2.50. This means that the respondents have agreed that incentives and bonuses improve the performance of teachers. Non-payment of salaries lowers their morale. Payment of rural allowances to teachers would incite the vigour to put in their best. Their salaries are not paid as and when due that is why they are ineffective teachers. The respondents also agreed that their performances are enhanced through prompt payment of salaries and bonuses. The cluster mean of 2.85 with the standard deviation of 1.08 were also found to be above the cut-off point of 2.50. The implication of the result is that payment of salaries has influence on teachers' job performance in secondary schools.

Hypotheses Testing

The null hypotheses were tested using chi-square (χ^2) test of goodness of fit as follows:

Hypothesis 1:

Recruitment has no significant influence on teachers' job performance in secondary schools in North West Senatorial District of Benue State, Nigeria.

Table 4: Chi-Square Test of the Influence of Recruitment on Teachers' Job Performance in Secondary Schools in North West Senatorial District of Benue State, Nigeria

Opinions	Observed Frequency	Expected Frequency	df	Level of sig	χ^2_{cal}	χ^2_{table}	Decision
No Influence	108(37%)	146(50%)	1	0.05	24.08	3.84	H_0
Has Influence	184(63%)	146(50%)					Rejected

Values in parentheses are percentages ($\chi^2 = 24.08$, $df = 1$, $p = 0.05 > 0.00$)

Table 4 showed that, the descriptive statistic of percentages and the inferential statistic of chi-square were used to test the influence of recruitment on teachers' job performance in secondary schools. The results showed that 63% of the respondents agreed that recruitment influences teachers' job performance in secondary schools as against 37% of the respondents who disagreed.

Table 4 also showed that the chi-square calculated value of 24.08 was greater than the chi-square table value of 3.84 checked at 0.05 level of significance and at 1 degree of freedom. The hypothesis was therefore rejected. This implies that recruitment has

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significant influence on teachers' job performance in secondary schools.

Hypothesis 2:

Promotion has no significant influence on teachers' job performance in secondary schools.

Table 5: Chi-square Test of the Influence of Promotion on Teachers' Job Performance in Secondary Schools

Opinion	Observed Frequency	Expected Frequency	df	Level of sig	χ^2 -cal	χ^2 -tab	Decision
No Influence	99(34%)	146(50%)	1	0.05	32.36	3.84	H_0
Has Influence	193(66%)	146(50%)					Rejected

Values in parentheses are percentages ($\chi^2 = 32.36$, $df = 1$, $p = 0.05 > 0.00$)

Table 5 showed that the descriptive statistic of percentages and the inferential statistic of chi-square were used to test the influence of promotion on teachers' job performance in secondary schools. The results showed that 66% of the respondents agreed that promotion influences teachers' job performance in secondary schools as against 34% respondents who disagreed.

Table 5 also showed that the chi-square calculated value of 32.36 was greater than the chi-square table value of 3.84 checked at 0.05 level of

significance and at 1 degree of freedom. The null hypothesis was therefore rejected. The implication of the result is that promotion has significant influence on teachers' job performance in secondary schools.

Hypothesis 3

Prompt payment of salaries has no significant influence on teachers' job performance in secondary schools.

Table 6: Chi-square Test of the Influence of Prompt Payment of Salaries on Teachers' Job Performance in Secondary Schools

Opinion	Observed Frequency	Expected Frequency	df	Level of sig	χ^2 -cal	χ^2 -tab	Decision
No Influence	105(36%)	146(50%)	1	0.05	30.00	3.84	H_0
Has Influence	187(64%)	146(50%)					Rejected

Values in parentheses are percentages ($\chi^2 = 30.00$, $df = 1$, $p = 0.05 > 0.00$)

Table 6 showed that the descriptive statistic of percentages and the inferential statistic of chi-square were used to test the influence of prompt payment of salaries on teachers' job performance in secondary schools. The results showed that 64% of the respondents agreed that prompt payment of salaries influences teachers' job

performance in secondary schools as against 36% respondents who disagreed. Table 6 also showed that the chi-square calculated value of 30.00 was greater than the chi-square table value of 3.84 checked at 0.05 level of significance and at 1 degree of freedom. The hypothesis was therefore rejected. This implies that prompt payment of salaries has significant influence on teachers' job performance in secondary schools.

Discussion of Findings

The first finding of the study showed that recruitment has significant influence on teachers' job performance in secondary schools in North West Senatorial District of Benue State, Nigeria. The finding is supported by Nwankwo (2014) who stated that proper selection and recruitment processes ensure the supply of suitable employees. Poor processes of selection and recruitment will lead to unsuitable staff, lowering of productivity and eventually lower commitment.

The second finding revealed that promotion has significant influence on teachers' job performance in secondary schools. It agrees with Adeyemi (2006) who stressed that promotion is one of the ways to increase teachers' job satisfaction. Promotion means the elevation of someone's status as a result of having satisfied the required conditions. It results in increased status, increased salaries and allowances, more prestige and increased responsibilities. It is a way of rewarding people for their efforts and services.

The third finding showed that prompt payment of salaries has significant influence on teachers' job performance in secondary schools. It is supported by Tabotndip (2006) who asserts that salaries and wages are interesting aspects to all workers. The new staff will be desirous to know how and where to go at the end of the month for their salaries and allowances. It was also supported by Akpakwu and Ochoga in Akpakwu (2008) that wages and salaries constitute the kernel of the employment contract act and the basic issue in industrial relations. According to them, if workers are convinced that hard work and productivity attract commensurate financial rewards, they will be highly motivated to put in their best.

Conclusion

Based on the results of the study, it was concluded that recruitment, promotion and prompt payment of salaries have significant influence on teachers' job performance in secondary schools in North West Senatorial District of Benue State, Nigeria.

Recommendations

The following recommendations were made based on the findings and conclusion;

- 1 Government should employ competent, qualified teachers and provide opportunities and encourage staff to promote skills and knowledge through workshops, seminars and other training opportunities.

2 The Ministry of Education should ensure that all categories of staff are promoted as and at when due and the promotion should have a corresponding increase in their wages, salaries and allowances.

3 The management of institutions should ensure that monetary incentives such as salaries/allowances of staff are paid regularly and promptly. Bonuses, leave grants, welfare packages for staff should be implemented.

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